MATANEL FOUNDATION

DONATION FORM

Program*:* Summer University for Youth

Year: 2024

Name of the program: Summer Youth University

Year of activity: 2024

Report written by: Noa Ashbel

Function of the report's writer: Program Director and Coordinator of academic programs at Tel Aviv Youth University.

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Number of active participants in the program: 53

Provide the status of the program:

The "Summer Youth University" program has successfully completed its 23rd cohort in the summer of 2024.

The program provides a path for outstanding students from the periphery who are first generation (in their families) to receive a higher education which allows them to learn and gain practical experience in academia.

48 students were accepted, as well as 5 youth counselors, graduates of the previous course who also participated in the academic courses.

The 7-week hybrid program is presented in a summer semester and divided into two parts:

- A 5-week Academic Camp, in full board format – endorsing academic studies, academic skills, studies in small groups, and social and cultural activities that primarily were held in the evenings in the Green Village and in the city of Tel Aviv.
- A 2-week hybrid home study with one day a week on campus attendance at the university – focusing on learning marathons in preparation for exams.

The core of the program is academic, and it is based this year on six academic courses:

1. Key ideas in physics **Prof. Ron Lifshitz**
2. Introduction to psychology **Prof. Galit Yovel**
3. Computer science and Python programming **Dr. Amir Rubinstein**
4. How science copes with brian diseases **Prof. Ilana Gozes**
5. The human genome **Prof. Noa, Shomron**
6. General introduction to chemistry **Natalia Kucherenko**

Each student picked two courses from the list.

In addition, all students participated in the academic skills course which provides the students with a wide view on learning and development of learning skills, memory and high order thinking processes through principles and theories in learning sciences, under the guidance of **Dr. Nana Ariel**

Each student in the program took three academic courses in the scope of six academic credit points.

Academic "Reinforcement"

The academic courses were accompanied by "reinforcers" who accompanied the learning process and supported the trainees regarding the studied academic content. This task is essential and addresses the need to process the material – to understand and practice the materials in varying ways.

The academic learning process, particularly the accompaniment and academic instruction, was coordinated by **Dr. Lilach Rivlin**, a learning skills expert who worked closely with the teaching assistants, reinforcers, and youth counselors.

The academic instructor contributed to the success of the program in two ways: first, she set the standard for the learning material and ensured that it was implemented. Secondly, she established content for the literacy course and added content to other study frameworks where the program's staff imparted materials to the trainees.

Appendix 1- Summary of the academic guidance by Dr. Lilach Rivlin

Alongside academic learning, the program combines and includes rich social activities, tours, workshops, enrichment events, and encounters with inspirational figures.

All events are overseen by the educational staff that has accompanied the program intimately:

- **Program Director:** Noa Ashbel, Coordinator of academic programs at Tel Aviv Youth University.
- **Three counselors –** the foundation of mentoring the young students – personal, academic, and social. The counselors gathered the students, oversaw their learning prosses, imparted social content, and provided a response to the youth counselor team. Two of the counselors are graduates of the program, which means that this is their third summer in the program: two years ago- they were students, a year ago they were youth instructors, and this year they returned as the adult counselors.
- **Five youth counselors –** a personal team and closer to the students. These are counselors who graduated from the program's previous cohort and joined as the program's counselors. The young staff accompanied the students intimately, assisted them academically, and participated in the social content. Alongside the training, they were part of the initiation group that was provided with unique and enriched content.

The main achievements over the last year:

Outstanding students from all over Israel, particularly from the periphery, participated in the program:

In this complex year, in the shadow of the war and the dozens of evacuated towns, we were able to locate and respond to students from all the periphery, including evacuees: Ashkelon, Kiryat Gat, , Afula, Nahariya, Safed, Devoria, Maalot, Kiryat Yam, Eilat, Migdal HaEmek, Tiral Carmel, Dimona, Kiryat Shmona, Kafr Yasif, Beit Shemesh, Hazor HaGlilit, Fureidis, Muqeible, Isfiya, Sderot, Ilut
and more.

The students come from different cultures, religions, and sectors. Due to this year's diversity of the student population, they received the additional value of learning to accept and get to know each other, learn to live together, and build a community based on respect and shared social values.

<u>Academics</u> –

This year, the students participated in 3 academic courses, totaling 6 academic credits. At the end of the summer program, academic exams were held.

Academic learning was accompanied by a literacy course with a focus on academic learning skills such as reading academic texts, academic writing, studying for exams, and more. In addition, the students acquired soft skills that enabled them to manage their time responsibly, study in teams, and help one another.

The emphasis placed on academic skills throughout the program not only teaches skills required for this specific program but also provides the students with a portfolio of tools and values for life, which they can also apply in their studies at the school.

Grades:

Course Name	Average Grade
Key ideas in physics	80
Introduction to psychology	78
Computer science and Python programming	78
How science copes with brian diseases	80
The human genome	80
General introduction to chemistry	87

Social -

The focus at the initial stage of the program was on team building and creating a community of students from all over Israel, from different sectors and other cultures. The activity's goal is to get to know each other, bring the team together, and create an infrastructure for a shared society based on mutual respect.

For example, during the first week of the program, we went on a social-bonding activity in Park HaYarkon. The activity included collaborative games and missions for the kids to get to know each other, to develop their cooperation and communication, and to give them some group quality time.

Later, we went to the "Na Laga'at" Center for a tour and workshops. This center is a meeting point between the general public and blind and deaf people through theater, workshops and lectures, with the aim of **instilling values** of openness, tolerance, and inclusion and acceptance of those who are different.

Throughout the program, the students engaged in various activities in small groups (up to 8), which allowed then to really get to know each other and make a connection.

Among other things, the activities allowed each student to discover their personal strengths, enabled them to express these in the group, and mainly created a pleasant and safe space for them to be who they are.

The diversified group gave them the opportunity to get to know children from different cultures, and with time, discover how much they have in common.

Other Activities -

During the program, the students were exposed to the rich and varied world of Tel-Aviv University, which included enriching lectures on a variety of topics, tours of research labs and hand-on experiments in the different domains.

- A lecture on astrophysics and Mars with Orly Kovo
- A tour of Prof. Roy Amir's research lab
- A tour of the genomic research unit - Dr. Tamar Blumenfeld-Katzir

Social and Cultural Activities - Some of these activities included:

- Outing to the Check Point hi-tech organization - a cyberspace tour Including hands-on experience in a cyber-themed escape room and an inspiring meet with the CEO and founder of Check Point, Mr. Gil Shwed
- A natural history museum tour
- A behind-the scenes tour and a theater show in The Cameri Theater
- A tour and workshop in the Tel-Aviv-Jaffa City Museum
- A tour and workshops in the Na Laga'at Center
- A physics magic show
- A lecture and hands-on experience with VR technologies in medicine and anatomy

Evaluation and Results:

1. Grades and Academic Studies - the students participated in the complete program and successfully passed the academic course, intermediate assignments, academic skills course, and final exams.
2. In view of the challenges, we witnessed last year with the full hybrid model, we decided this year to extend the substantial part of the sleep-in camp to 5 weeks. This allowed the students to fully form as a group and to arrive more prepared to the marathon and exams stage that was carried out in a hybrid mode in the program's last two weeks.

In light of the successes and good feedback we received, we would like to maintain this model for next year.

3. A significant number of participants will continue in the coming semester to attend additional academic courses through Tel Aviv Youth University, which indicates high motivation, belief in their ability to succeed in the academic world, and an aspiration to enhance university familiarity among the students.
4. Attached is a summary of students' feedback in Appendix 2

Summary for Future Actions:

1. Following the operational model this year, we would like to retain it and construct a program for next summer as well, which will be based on the 5 full weeks of sleep-in camp and then two weeks of marathon and exams in hybrid model
2. We will continue to emphasize socio-cultural and values-driven activities for students for the benefit of creating a leading and caring community of active citizens.
3. We will continue to strive to reach students from different cities in the periphery and increase attendees for the program next year. We would like to refer to educational networks such as "Ort", "Amal", and "Amit" to reach a precise target audience.

Timetable for Next Year:

1. Publicizing the program and the opening of registration for the program - March 2025
2. Task-first selection (household chore) - Early April 2025
3. Selection day that includes an exam, personal interview, and group dynamics – May 2025
4. Orientation Day for accepted students and their parents – June 2025
5. Program starts-End of June 2025

Photos for the Summer University – 23rd Class

Please find the attachment in a separate file

Video of the Summer University- https://youtu.be/3sQJ83bgIFM

Summation video from the graduation ceremony - https://drive.google.com/file/d/1rV751KL7atzYIind-zjKseUudoDM-nxC/view?usp=sharing

Appendix 1: Summary of the academic guidance by Dr. Lilach Rivlin

The main objective in guiding the academic staff was to impart professional knowledge and tools with which the staff could provide the students with a learning process that covers two main aspects: integration and personal coping in (preliminary) exposure to the university arena, while imparting academic learning skills. Accordingly, staff meetings were held on the learning norms that should be imparted to students, such as: the love of knowledge, critical thinking, independent thinking and more. The staff learned how to implement the meeting goals with the students while using various teaching methods, for example: frontal lectures, independent/group learning, open discussion, as well as using different resources in order to enrich the learning process: videos, articles, quizzes and presentations.

The staff members received close guidance on imparting learning skills with regards to the two 'realms' –teaching and learning norms the students are familiar with at school, and what is required of them as university students. As part of this training, we dealt with different topics: how to summarize a lecture, developing skimming and scanning as well as in-depth reading skills, guided reading of essays, preparation for exams, and more.

By the end of the program, it was evident that the staff members had undergone a personal-professional development process, during which they acquired teaching skills and professional tools that greatly expanded their knowledge and ability to guide and help students succeed in the program. It was notably impressive to see

how the staff members managed to turn the guidelines discussed in the professional meetings into creative lesson plans individually tailored to the study group, which contributed to the students' great attentiveness and cooperation.

Appendix 2 – Evaluation report:

Below are student feedback quotes submitted at the end of the program. In the feedback, the students were asked about the social activities they took part in and their academic courses. Here are quotes from the feedback:

"I can say that the program changed me in every way I thought possible. I learned about myself that I can make a schedule, meet it and commit to myself. I learned that I can combine being with friends and studying on the same day, and even study with them, which I didn't think was possible for me. but thanks to the program I learned that this may even be the best learning style for me. I learned that I can open up to people in a short time, something that never happens in my day to day. I learned Arabic from friends, and I learned the different traditions according to the different backgrounds of the program's students/teachers."

Academic section:

"I discovered I really enjoy learning independently and doing research. The program allowed me to dive into subjects that interest me, and I saw that I have a good ability to research and understand complex subjects when I am invest my interest in them."

"I particularly enjoyed the practical and hands-on aspects of the program. The tours of the labs were fascinating and gave me the opportunity to watch actual academic research up close. It was amazing to look at the advanced equipment and understand how it is used to solve real scientific problems. The cherry on the cake for me was the meet-ups with experts and researchers in the field. Being able to ask direct questions and hear about the most cutting-edge research from the people leading them was inspiring."

Social section:

"I enjoyed every moment, the activities, the physics workshop at HaKfar HaYarok, the small group activities, and especially the OTD, it was super fun. I felt that what helped me concentrate on my learning was really the activities that gave me the energy and increased my motivation to continue here. The courses' teaching aids helped, and also the Young Instructors were a great help in terms of academics. I loved group presentations (during study group with the Young Instructor), I found it really helpful. I enjoyed the quizzes that helped me keep track of where I stand and what I am facing."

"I enjoyed every part of the program, even those parts that in retrospect seemed hard. I enjoyed the enriching lectures, the tours (in particular the Museum of Natural History), the social activities and the friendships I made during the program I know that I am going to stay in touch with these friends for a long time. Moreover, I enjoyed learning new things in the program, whether these were academic things or learning about different backgrounds."

Appendix 3 – List of Student Participants in the Program, 23rd Class

Gender	Last Name	First Name	City
Male	Aviv	Tsimbler	Kiryat Yam
Female	Avigail	Elkobi Transky	Migdal Haemek
Female	Adel	Ben Hanan	Ashkelon
Male	Oren	Daniel	Carmiel
Male	Ilya	Montian	Petah Tikva
Male	Ilan	Tsvaiman	Nahariya

Male	Itamar	Messas	Barak
Male	Alon	Mena	Hazor HaGlilit
Male	Anton	Chepelenko	Kiryat Yam
Female	Asya	Yosifov	Netanya
Male	Ariel	Golan	Shaked
Male	Ariel	Yurin	Migdal HaEmek
Female	Geut	Ben Loulou	Dimona
Male	Dvir	Friedman	Nof HaGalil
Female	hadel	Sadi	Fureidis
Female	Hadar	Gabay	Bat Yam
Female	Hila	Baruchh	Afula
Female	Hila	Levy	Gesher HaZiv
Female	Viktoria	Radin	Petah Tikva
Male	Yazan	Abu Julia	Zemer
Male	Inon	Ben Yosef	Tirat HaCarmel
Female	Yasmin	Allo	Usfia
Female	Yael	Arsov	Afula
Female	Yael	Brami	Kiryat Shmona
Male	Yarin	Twito	Beit Shemesh
Female	Leviel	Swissa	Ashkelon
Female	Lian	Ifrah	Sderot
Female	Lihi	Solomon	Shaar HaNegev
Female	Lital	Steinberg	Kiryat Yam
Female	Liya	Hai	Afula
Male	Mohamed	Massalha	Daburiyya
Male	Mahmoud	Saadi	Muqeible
Male	Mahmoud	Solimaney	Ilut
Female	Mais	Kasem	Usfia
Male	Nehoray	Bar Kalifa	Manot
Female	Noga	Shoshani	Hazor HaGlilit
Female	Noa	Aton	Safed
Male	Noam	Tayeb	Tel Aviv
Female	Nofar	Tzintzolker	Carmiel
Male	samer	Abu amer	Ramla
Female	Sayan	Ilganaev	Bat Yam
Female	Adi	Kanov	Sderot
Male	Idan	Yemini	Eilat
Male	Amit	Waizman	Ma'alot-Tarshiha
Male	Philip	Sagan	Shlomi
Male	Peleg	Alon	Migdal HaEmek
Female	Regan	Hadad	Kafr Yasif
Female	Sara	Aburas	Ilut

Gender	Last Name	First Name	city	
Male	Arshid	Ali	Daburiyya	Youth instructor
Female	Doron	Nili	Jerusalem	Youth instructor
Female	Tzipora	Noa	Afula	Youth instructor
Female	Kogan	Mirel	Kiryat Yam	Youth instructor
Female	Sheleg	Maayan	Moshav Alma	Youth instructor